



Not For Display - For Teacher/Staff Use Only

Behavior Support Plan

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

This BSP attaches to: ☒ IEP date: 1/28/03 ☐ 504 plan date: _____ ☐ Team meeting date: _____

Student Name Ralph Today's Date 1/28/03 Next Review Date 2/28/03

1. The behavior impeding learning is (describe what it looks like) serious verbal threat to harm peers, (I want to have my friends kill you), escalating aggression pattern (physical fighting, teasing peers (e.g. You sure are fat!) (for others, see file)

2. It impedes learning because learning time lost in disciplinary proceedings, creates atmosphere non-conducive for learning

3. The need for a Behavior Support Plan ☐ early stage intervention ☐ moderate ☒ serious ☐ extreme

4. Frequency or intensity or duration of behavior 1 98-99; 3 99-00, 5 00-01; 7 01-02; 5 02-03 (includes serious verbal threat)

☒ reported by Mr. Brown, probation officer and/or ☒ observed by Ms. Smith, teacher and J. Jones, counselor

PREVENTION PART I:

ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

Observation & Analysis	<p>What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc.)</p> <p><u>5. Behavior occurs in general, when an audience is available to observe his actions, which appears to give Ralph opportunities to exhibit social dominance; Following verbal reprimands by adult; during peer conflict. At time of verbal threat, peer audience observing his threat.</u></p>
	<p>What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?)</p> <p><u>6. In the environment: negative peer models for acting out behavior and interactions available to Ralph: status is earned for behavior from those peers. Curriculum/interventions missing: No training in conflict resolution yet, no mentoring by appropriate models has yet been received.</u></p>
Intervention	<p>Remove student's need to use the problem behavior</p> <p>What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (Changes in Time/Space/Materials/Interactions to remove likelihood of behavior)</p> <p><u>7. Time - academic tasks to be broken into small segments allowing success and teacher reinforcement. Materials - hands-on learning emphasized, including pursuit of student's individual interest; high interest, low vocabulary reading to increase status for success opportunities. Interactions - supportive adult interactions stressing positive regard (ex: "You have done an outstanding job on that assignment. I appreciate your ignoring of inappropriate behavior behind you just now." ATTENDING COUNSELING GROUP WITH PEERS WHO WISH TO AVOID GANG INVOLVEMENT ON-GOING DURING PLACEMENT TO OCCUR WEEKLY AND INCLUDE SHAPING OF POSITIVE BEHAVIORS, E.G., "YOU HAVE IMPROVED YOUR APPROPRIATE RESPONSES TO CONFLICT BY 50% THIS WEEK!</u></p> <p>Who will establish? <u>counselor/teacher</u> Who will monitor? <u>teacher/principal</u> Frequency <u>teacher-daily/prin-1 xmonthly</u></p>

ALTERNATIVES PART II:

FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

Observation & Analysis	<p>Team believes the behavior occurs because: (Function of behavior in terms of getting, protest, or avoiding something)</p> <p><u>8. Ralph has a desire to exhibit gang affiliations; lack of alternative ways to achieve status and recognition, lack of mentoring. Behavior is to gain social recognition.</u></p>
	<p>Accept an alternative behavior that meets same need</p> <p>What team believes the student should do INSTEAD of the problem behavior? (How should the student escape/protest/avoid or get his/her need met in an acceptable way?)</p> <p><u>9. achieve social recognition in alternative ways from an alternative peer group; Use verbal conflict resolution strategies to achieve status during peer conflicts; exhibit desire for approval from mentor and receive status from mentor for efforts.</u></p>
Intervention	<p>What teaching Strategies/Necessary Curriculum/Materials are needed? (To teach the replacement behavior, successive teaching/reinforcing steps to learn the alternative behavior)</p> <p><u>10. Participate in small group sessions to learn and practice verbal conflict resolution strategies with counselor. Participate in anti-gang programs through Juvenile Diversion and alternative ed. setting including one on one mentoring sessions and activities.</u></p> <p>Who will establish? <u>site teacher, mentor, police dept</u> Who will monitor? <u>mentor</u> Frequency <u>3 x weekly</u></p>

What are reinforcement procedures to use for establishing, maintaining, and generalizing the new behavior(s)?

11. Any evidence of positive conflict resolution skill - report to parents earning classroom privileges for respectful language on a daily basis.(see attached parent report form which will be mailed home every Thursday.) Mentor to meet 3 X week to discuss progress utilizing supportive stance as outlined in the program manual.

Selection of reinforcer based on: Ralph participated in this plan; he agrees he is highly motivated by parent responses for his behavior and that he does want acclaim from the Mentor he has met.

☒ reinforcer for using replacement behavior ☐ reinforcer for general increase in positive behaviors

By whom? teacher/mentor Frequency? daily/ 3X week

EFFECTIVE REACTION PART III:

REACTIVE STRATEGIES

What strategies will be employed if the problem behavior occurs again? (1. Prompt student to switch to the replacement behavior, 2. Describe how staff should handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school consequences) **12.** Remind Ralph of alternate conflict resolution: Complete My Inappropriate Behavior worksheet if lack of conflict resolution skills (shown subsequent to placement change) are not serious enough to require police or district disciplinary actions, but require redirection. (Adults agree to always cue alternative strategies previously taught if emerging behavior observed.) If problem behavior is seriously dangerous again, employ police and/or district procedures including more restrictive settings, probation officer to suggest restrictive setting options with team should that occur.

Personnel? site counselor(s), probation officer, teachers

OUTCOME PART IV:

BEHAVIORAL GOALS

Behavioral Goal(s) **13.** see IEP - Ralph will exhibit increasing skill in both making positive comments to others (for the purpose of achieving social recognition) and use verbal conflict resolution strategies previously taught by the counselor as observed and rated and charted by counselor and mentor on a daily basis.; Ralph will attend 95% of all counseling and mentoring sessions and will actively participate in group and individual mentoring sessions as observed by counselor.

The above behavioral goal(s) are to: ☐ Reduce frequency of problem behavior ☒ Increase use of replacement behavior

☒ Develop new general skills that remove student's need to use the problem behavior

Observation and analysis conclusion:

Are curriculum accommodations or modifications also necessary? Where described: IEP accommodations section ☒ yes ☐ no

Are environmental supports/changes necessary? ☒ yes ☐ no

Is reinforcement of alternative behavior alone enough (no new teaching is necessary)? ☐ yes ☒ no

Are both teaching of new alternative behavior AND reinforcement needed? ☒ yes ☐ no

This BSP to be coordinated with other agency's service plans? ☒ yes ☐ no

Person responsible for contact between agencies principal and counselor report to probation officer

COMMUNICATION PART V:

COMMUNICATION PROVISIONS

Manner and frequency of communication, all participants **14.** Parents, probation officer, principal to receive weekly reports, (see attached forms) including all My Inappropriate Behavior worksheets. All reports to be mailed to parent on Thursdays.

Between? Parents, probation officer, principal Frequency? weekly -unless emergency, immediately

PARTICIPATION PART VI:

PARTICIPANTS TO PLAN DEVELOPMENT

- ☒ Student Mr. Ralph Smith
- ☒ Parent/Guardian Mr. Peter Smith, Mrs. Jane Smith
- ☒ Educator and Title Ms. Alice Jones, RSP teacher
- ☒ Educator and Title Ms. Janice Brown, RSP teacher, new site
- ☒ Educator and Title Mr. Johnston, general education math
- ☒ Administrator Ms. Wright, principal
- ☒ Administrator Ms. Browning, new site principal
- ☒ Other Mr. Alison, probation officer
- ☒ Other Mr. Peterson, assigned Mentor Program Chair

